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ABSTRACT

This practicum was designed to provide an alternative setting for those handicapped adjudicated youths (ages 9-16) who, because of antisocial acts, behavioral/emotional problems, learning disabilities, attendance problems, and other reasons, were excluded from the mainstreamed setting. The practicum sought to enhance the cooperative efforts of the public school system, special education, the judiciary system, and the community. A teacher was assigned to the Juvenile Justice Alternative School by the school system's director of special education and a juvenile judge recommended 10 students for the first class. An advisory committee and a fund-raising committee were implemented. Over a 7-month period, most of the students showed improvement in the areas of reading, math, prosocial behavior, attendance, and conduct. Appendices contain copies of various administrative forms and contracts, a promotional leaflet, and a community questionnaire. (Includes approximately 80 references.) (JDD)

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THE IMPLEMENTATION OF AN ALTERNATIVE SCHOOL SETTING FOR HIGH RISK HANDICAPPED ADJUDICATED JUVENILES AGED NINE TO SIXTEEN YEARS

by

Linda D. LaCoste

Cluster 31

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A Practicum II Report presented to the
Ed. D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Linda Hobgood

Linda Hobgood, Ed. D.
Secondary Education Facilitator
Title
711 Grinage St., Houma, LA 70360
Address

Date

This practicum report was submitted by Linda D. LaCoste under the direction of the advisor listed below. It was submitted to the Ed. D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

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Date of Final Approval of Report

Polly Peterson, Ph. D.
Polly Peterson, Ph. D., Advisor

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ABSTRACT

The Implementation of an Alternative School Setting for High Risk Handicapped Adjudicated Juveniles Aged Nine to Sixteen Years. LaCoste, Linda D., 1991: Early and Middle Childhood. Descriptors: Academic Failures/High Risk Students/Learning Disabilities/ Delinquency/ Delinquency Causes/Youth Problems/Delinquency Rehabilitation/Juvenile Courts/Correctional Education/ Behavior Disorders/Learning Problems/Problem Children/Delivery Systems/Needs Assessment/Outreach Programs/Courts/Equal Protection.

This practicum was designed to provide an alterative setting for those 9 to 16-year-old handicapped, adjudicated youths who, because of anti-social acts, behavioral/emotional problems, learning disabilities, attendance problems, and other reasons, were excluded from the mainstreamed setting. Most school administrators and teachers were not prepared to effectively manage these concerns, therefore, the school system often had no recourse but to refer these high-risk students to City Court and the Juvenile Judge. The literature indicated that there had been a sharp increase in arrest rates beginning at the junior high school age; it appeared that younger children were committing more serious and violent crimes than in previous decades. Although young adolescents comprised only 12 percent of the total U. S. population, the behavior problems exhibited were major ones. Because of the significant increase in those students being excluded from the mainstreamed setting, this practicum was aimed at enhancing a cooperative effort of the public school system, special education, the judiciary system, and the community in providing an alternative setting for these youths with special problems.

The practicum was designed to create many of the aforementioned changes, therefore, a teacher was assigned to the alternative school by the director of special education and the program was started. The juvenile judge recommended 10 students for the class. Within a seven month period, the progress of each student was documented in reading, math, pro-social behavior, attendance, conduct and recidivism through pre and post instrumentation. The writer developed instruments in order to ascertain progress made. A fund raising as well as an advisory committee was put into place.

The data indicated that all objectives were met. Analysis of the data revealed that most of the students had indeed improved by at least one half year in most areas monitored and the school appeared to provide a positive experience for each student as well as those in the delivery system.

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Permission Statement

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CHAPTER I

INTRODUCTION

Description of Community

The writer was employed as a school psychologist by a special education system in a southwestern city. The system employed four social workers, ten assessment teachers and nine school psychologists. The parish was the largest in the state geographically, with a topography of swamps, canals, and few major highways. The population, which was approximately 98,000, was racially divergent with Vietnamese, Cuban, Acadian, Indian, and Black minorities. There were many genetic problems in this area, including the evidence of Ushers Syndrome. The difficulty of transportation in earlier years and the close-knit community spirit were thought to have been major contributors. The bilingual heritage presented language deficits which were above the state average.

Problem Setting Description

The existing problem was that no real educational alternative for the handicapped adjudicated student population; there was no known program, locally, which remediated anti-social behavior into socially conformable behavior. Because of the increasing number of special education students suspended and/or

expelled, there was a need for realistic alternatives to the prior academic setting, utilizing an array of realistic alternatives available to the high-risk student. The local agency wished to implement an alternative setting for instructing high-risk youths aged 9 to 16 who had been referred to City Court because of anti-social acts in order to provide appropriate alternatives to their previous educational experiences.

Writer's Work Setting and Role

The parish's school enrollment consisted of approximately 22,000 students governed by a 15 member school board. There were 48 schools in the parish, consisting of 42 public schools. Of the 42 public schools, there were 2 special schools, 2 vocational schools, 26 elementary schools, 3 junior high schools, 4 high schools, and 5 middle schools.

The writer's role as school psychologist involved in the pupil appraisal process was to provide:

1. Assistance to teachers in the development and implementation of behavioral and/or instructional interventions.

2. Student evaluations to determine need for special services, such as special education.

3. Consultation with parents, teachers, and other personnel on topics such as instructional or behavioral

modifications, exceptional students, and student development.

4. Inservice training on selected topics to school personnel.

5. Interpretations of evaluation findings to school personnel and parents.

6. Direct support services to students with learning or behavior problems.

CHAPTER 2

STUDY OF THE PROBLEM

Problem Description

Because of anti-social acts, behavioral/emotional problems, learning disabilities, attendance problems, and other reasons which resulted in dismissal from the mainstreamed setting, the local school system often refered these high-risk students to City Court and the Juvenile Judge. Most of these students had already experienced problems in the community. The problem was that there was no real educational alternative for the high-risk youth aged 9 to 16 years who had been referred to the Juvenile Judge at City Court for anti-social acts and had worked themselves out of the mainstream.

Problem Documentation

In the first nine months of the 1988-89 school year, a total of 3,734 students were suspended for a total of 10,538 school days. According to the summary of the suspensions and expulsions, there was a real need for an alternative setting for these students who could not conform in the mainstreamed setting. The results of the summary indicated that out of a total special education population of approximately 2,200

students, the total number of suspensions from August 22, 1988 to June 2, 1989 was 628. The results also indicate that out of a total regular education population of 19,800 students, 3,106 were suspended. Therefore, an analysis between a comparison of students to suspensions indicated a disappropriate ratio. According to reported suspensions, 16 percent were from the regular education while 29 percent were from the special education population (percentages derived from ratio of student to total suspensions). The majority of the juveniles adjudicated before the court had histories of charges ranging from violations such as criminal mischief, theft, burglary, simple battery, assault, unlawful use of a vehicle, attempted murder, truancy, to incorrigible.

About three percent of American youths were referred to a juvenile court in a given year (Achenback, 1982; Arnold and Brungardt, 1983). There was no doubt that juvenile crime increased at a rapid rate and that it had become more violent and destructive (Arnold and Brungardt, 1983). More arrests and juvenile court appearances were made in the lower socio-economic groups, but the relationship between socio-economic level and delinquent acts were unknown. There had been a sharp increase in arrest rates beginning at the junior high school age, and it appeared that younger children were committing more

serious and violent crimes than in previous decades. Crimes involving aggression had characterized male delinquents and sex-related crimes had characterized female delinquents, but there appeared to be a trend toward more violent crimes committed by girls (Moore and Arthur, 1983).

Although adolescents comprise only 12 percent of the total United States population, the behavior problems exhibited by those between the ages of 13 and 18 were major ones. Crime was prevalent among adolescents. Juveniles account for 39 percent of all arrests for the index offenses of homicide, rape, robbery, aggravated assault, burglary, larceny, motor vehicle theft, and arson. Although the majority of all violent crimes had increased by 95 percent (Empey, 1982). Not only was the incidence of crime increasing among adolescents, but the type of crime was more likely to be of an aggressive and violent nature (Stumphauzer, 1981).

Incidences of crime and delinquency were not the only forms of adolescent behavior that had drawn national attention. It had been estimated that 3.3 million teenagers between the ages of 14 and 17 (19 percent of this age group) could be classified as problem drinkers (Rachal, Maisto, Guess, & Hubbard, 1982) and that 93 percent had tried alcohol (Johnston, Bachman, & O'Malley, 1981). Further, 17 percent of

adolescents were classified as current users of marijuana, and 65 percent reported some illicit drug use (Johnston et al., 1981).

Causative Analysis

The contributing causes of the existing problem varied and appeared to be from lack of: (a) time and expertise by teachers and administrators in handling behavioral problems in school; (b) no special program or physical plant to house students who needed to be taught pro-social skills; (c) lack of funding for implementing an alternative setting for these special students; (d) need for special teachers and aides to assist in remediation of basic academic and social needs of these special students; and (e) lack of knowledge on the part of the general public that these children could not be allowed to roam the streets because they were no longer in school.

Behavior problems of the adolescent did not end here. Poor performance in school was estimated to occur in 25 percent of all school children, and 20 percent of United States adolescents failed to complete their high school education (Adelson, 1980). These high school dropouts then evidenced high rates of anti-social and addictive behaviors and were more apt to be unemployed. In addition, although more common among the adult population, suicide was the fourth

leading cause of death among 15 to 19-year-olds, preceded only by accidents, homicide, and cancer (Adelson, 1980).

Peer groups in which academic achievement resulted in loss of face acted as powerful deterrents to school performance. Socialized juvenile delinquents were among the children most characterized in this manner. Even though the peer groups may have had high esteem for leadership and intelligence, they depended upon anti-social behavior which ran counter to goals set by social institutions, including the school. A child desiring membership in such a peer group was forced to choose between group membership and academic involvement (Goldman, Stein, & Guerry, 1983).

Additionally, Murphy (1986) stated that research on the prevalence of handicaps among juvenile delinquents had been sporadic, and results inconsistent. Nevertheless, taken together the studies suggest that a high percentage of young offenders were indeed handicapped, and that the prevalence of certain disabilities may have been much greater among this population than among the general population.

Various studies of youth adjudicated by juvenile courts for specific law violations and who were subsequently placed in various residential treatment or juvenile detention facilities indicated that from 40 to 70 percent showed significant neurodevelopmental

abnormalities. Of greater significance for public policy in the educational and correctional systems was the repeated evidence that all of these children in treatment or in detention facilities showed significant learning problems and academic underachievement. Such children averaged over three years below age and grade expectation in math, and over four years below expectation in reading (Sikorski and McGee, 1987).

Relationship of the Problem to the Literature

According to Sikorski and McGee, when comparing the relationship of the problem to the literature, it must be pointed out that the existence of a handicap in any given child was not an explanatory excuse or mitigating rationalization which would have relieved the child of the social consequence of his/her behavior or remove the locus of control from self to society. The delineation of a handicap was rather a description of the process in which a given child interacted with his/her academic as well as social environment, focusing on the specific components of his/her information processing skills. Whether a child entered the system as a victim or as a perpetrator, his/her specific handicap was considered as dispositional alternatives were explored. The presence of a handicap

had implications for placement, as well as remediation and provision for services (Sikorski and McGee, 1987).

Crawford (1984) reported that the courts needed to be aware of the need for social skills training by handicapped youth. Some research suggested that improvement in social behavior could be achieved through well-designed programs and it had positive implications for reduction of recidivism. Courts had to look hard because few agencies offerred this type of training at present. It would have been desirable for the court to take the initiative in establishing such programs.

Additionally, Anderson (1982) stated that the high risk student continued to be with us. In fact, the number of such students appeared to be increasing, posing even greater demands on the resource of the public schools. The current economic climate and the pressures for cutbacks in services have brought costly out-of-school placements under even closer scrutiny. Thus, school systems were faced with the increasing need to reach out to these difficult-to-reach students in nontraditional ways, seeking more flexible and more creative ways to meet their needs.

Changes in the legal approach to juveniles may have been related to the increase of violent crime committed by juveniles. Between 1960 and 1971 serious crimes by juveniles doubled. Rates of delinquency

among girls rose much faster than boys, and the ratio of boys to girls arrested dropped from 4:1 to 3:1. Even more startling, violent crimes by girls increased over 300 percent between 1960 and 1971. The New York Times (1981) stated that juveniles committed 23 percent of the violent crimes against individuals in the United States from 1973 through 1977. This finding was contained in a comprehensive analysis of juvenile crimes produced by the Justice Department's Office of Juvenile Justice and Delinquency Prevention. In those five years, juveniles made up 14.6 percent of the population, had higher offense rates for personal crimes than adults, and were more likely than adults to commit crimes in groups or gangs.

The potential for violent acts existed in younger as well as older children. There seemed to be an innate resistance or denial on the part of adults that such violent behavior could have existed. Lewis and Coworkers (1983) found that a high proportion of children admitted to a psychiatric inpatient service were homicidally aggressive. In addition to the finding that these aggressive children were often raised in the context of violence, there was a very strong correlation with central nervous system dysfunction--particularly seizure states--and a vulnerability to psychotic disorganization.

In a review of the literature, Allison and Hartman (1979) referred to an older theory that dangerousness in children may have been predicted by the childhood triad of pyromania, enuresis, and cruelty to animals. However, the reliability of predictions could have been enhanced greatly by consideration of the following:

1. A record of fighting; anger, hostility, or resentment toward authority; explosiveness; enjoyment in fantasizing; witnessing, or inflicting suffering.

2. Thought disorders; paranoid psychosis; habitual blame onto others; distortions of reality in accordance with wishes.

3. Selfish concern with personal pleasures; impulsiveness; low frustration tolerance; temper tantrums; frequent truancy from school.

4. Severe depression; suicidal thoughts; aloneness; doubts about manhood or femininity; victimization by others; alcohol or drug-abuse.

5. Violence or alcoholism in siblings or father.

6. Failure to learn from experience and a lack of compassion and concern for others --perhaps the most frequently cited (Allison and Hartman, 1979).

Although such studies have provided useful guidelines by which to evaluate potential criminal behavior, the results led to the conclusion that dangerousness was indeed difficult to predict. In

fact, it had generally been considered that psychiatrists were unable to predict future violence in their evaluations. First-generation studies found such predictions to be highly inaccurate. As Monahan (1984) has noted, a second generation of research and theory concerning violence has accumulated evidence pointing toward improvement in predictive technology. Psychiatrists polled in the early 1980s generally believed they could predict dangerousness, at least to a limited extent.

In a recent comparative examination of violent delinquents and less aggressive male juvenile offenders, Lewis et al. (1979) found that the most striking difference between the two groups was that a significantly higher proportion of very violent children presented clear histories of paranoid symptomatology and were significantly more likely to be loose, rambling, and illogical in their thought processes during interview. Other significant findings in this study were that violent delinquents had problems in concentration and at least one or more signs of neurological impairment. They were also more likely to have suffered from classic child-abuse. Comparable results were earlier expressed by the neurologists Pincus and Tucker (1978) in their study of violence in children and adults. As they reported, those individuals displaying violent behavior provoked

by minimal stimuli were largely "young men from disruptive families, who showed some evidence of neurological dysfunction and often had an unusual susceptibility to alcohol." Thus, the cluster of predictive factors, as outlined in this study, included neurological damage, paranoid ideation, and disruptive family life.

As stated by Goodman (1988), "Is this aggressive behavior a camouflage of inadequacies, particularly in the academic areas?" Many children and adolescents prefer to be known as anything other than intellectually slow--even if it requires an early label of uncooperative or disruptive. More "class clowns" gravitate toward detention centers than do primarily emotionally disturbed children. They needed to realize that their behavior was the result of their inadequate feelings and accomplishments.

In a study of 177 institutionalized teenage male delinquents, McCandless, Parsons, and Roberts (1972) found an average of five years' academic retardation, with reading at less then the fourth-grade level. With that academic handicap, such teenagers were at a serious disadvantage in the job market; many engaged in delinquent behavior partly as a result of underlying feelings of frustration, confusion, and hopelessness. Not suprisingly, Odell (1974) found a program that combined educational development and job placement

--facilitating entry into the "opportunity structure"
--more effective than traditional case-work methods in preventing juvenile recidivism.

Social skills were important in school settings for a variety of reasons. Children and youth who are deficient in social skills and/or who are poorly accepted by peers had a high incidence of school maladjustment, school suspensions, expulsions, dropping out, delinquency, childhood psychopathology, and adult mental health difficulties (Gresham, 1981a, 1981b).

Social skill deficiencies had also been related to the social outcomes of mainstreaming. Mainstreamed handicapped children were often poorly acccepted or socially rejected by nonhandicapped peers. The social interactions between mainstreamed handicapped children and their nonhandicapped peers occurred at low rates and/or more negative in nature (Gresham 1982a, 1982b).

Social skills have been related to other measures of classroom functioning such as academic achievement, attending behavior, question-asking, and teacher acceptance (Cartledge & Milburn, 1978). Several social skills differentiate mainstreamed handicapped children from their nonhandicapping peers. Stumme, Gresham, and Scott (1982) found that the skills of independent work, expressing feelings, positive attitude toward self, appropriate movement around the school environment, and

attending behavior best discriminated mainstreamed emotionally disabled from nonhandicapped students.

It has been stated by Schickedanz, Schickedanz and Forsyth (1982) that offspring "who grow up misunderstood...are likely to pay a high price. They may underachieve, become destructive, drop out of school, escape through drugs and alcohol, or withdraw, too frightened to venture out of themselves" (p. 6). Faulty communication can lead to a double-bind situation. In this situation, no matter what a person did, he/she "can't win". Also noting the importance of the double-bind, Coleman (1976) suggested that for the child it lead to "confusion, lack of an integrated frame of reference, unclear self-identity, lack of initiative, self-devaluation and had the potential to lead to schizophrenia" (p. 60). Expanding this line of thinking, Watzlawisk et al., (1984), saw contradictory messages contributing not just to schizophrenia but to most forms of family disturbance.

The literature showed that adolescence was often marked by intra-family tensions. One may speculate that the extent of family strife was often associated directly with communication patterns within the family (Ginter 1983). Various detrimental outcomes have been associated with faulty parent-offspring communication patterns: underachievement, dropping out of school, low self-esteem, psychological withdrawal, drug abuse,

suicide, and schizophernia (LaCoste, 1985). Additionally, LaCoste et al. (1987) suggested that adolescents' perception of how family members communicate was intimately linked to how adolescents perceive their familiar environment.

According to Ekstrom and others (1986), background indicators showed that a disproportionate percentage of dropouts came from low socio-economic status families and minority racial/ethnic groups. Also, parental support was usually minimal often involving mothers with low educational expectations of their offspring. The main reasons students themselves reported for dropping out were poor grades and not liking school. Personal conflicts, alienation, and academic failure added to the attraction of out-of-school jobs and pursuits.

Many of the processes involved in dropping out, such as poor grades and delinquent behavior, began long before the high school years. Since poor academic performance and social adjustment were among the best predictors of who droped out of school, it was possible to identify youngsters at-risk of dropping out before the high school years. Dropout prevention programs may need to deliver services to at-risk youngsters in the early grades (Pallas, 1987).

Additionally, it was felt by the National Council of Juvenile and Family Court Judges report that we

needed to know how curriculum tracking or its absence in elementary and secondary schools affected delinquency. We needed to know which truants should be compelled back to school and which should be encouraged in vocational directions. And, we needed to know how to recruit and retain highly skilled and motivated teachers to inner city schools. Included in the needed research was a program of study designed to determined why some schools or school administrators were successful in keeping truancy and serious delinquency low while others were not.

Similarly, Lorion et al. (1984) stated that they perceived the prevention of learning and emotional disorders as a task involving the fine-tuning of existing structures within the educational system. Their first bet was that if enabled to anticipate and thereby avoid problems, the system was most responsive to the needs of its potentially neediest children. By doing so from the outset, the system could become capable of preventing at least a portion of the learning and emotional disorders that interfere with a child's ability to profit optimally from the educational experience.

That traditional institutionalization and probation are miserable failures insofar as rehabilitation and prevention are concerned are obvious from the high recidivism rates of delinquents who are

incarcerated or placed on probation. Traditional counseling and psychotherapy did not produce consistent results. Attempts to establish therapetic milieux and half-way houses and to design differential treatment methods for delinquents with differential behavioral of personality characteristics had been shown in some cases to be superior to traditional imprisonment or punishment (Achenback, 1974). Behavior modification techniques have been used successfully with many delinquents (Davidson & Seidman, 1974; Stephens, 1973). A wide variety of specific techniques could be used, but contingency contracting (Tharp & Wetzel, 1969) and token reinforcement (Cohen & Filipczack, 1971; Phillips, Phillips, Fixsen, & Wolf, 1971) are the predominant means employed. The behavior modification strategy did not focus exclusively on the delinquent juvenile's illegal behavior but also included concern for improvement of delinquents' attitudes and self-perceptions (Eitzen, 1975), mobilization of community resources (Marholin, Plientis, Harris, & Marholin, 1975), and modification of encounters of delinquent youth with police officers (Werner, Minkin, Foxsen, Phillips, & Wolf, 1975). It appeared that behavior modification techniques combined with a modification of community responsiveness to the problem of delinquents offered some reason for optimism regarding what could be done to control and prevent

delinquency. The home-type setting called Achievement Place (Phillips et al., 1971) and the institutional program known as the CASE-II MODEL project (Contingencies Applicable to Special Education --Motivationally Oriented Designs for an Ecology of Learning; Cohen & Filipczak, 1971), in which token reinforcement plays a prominent part, have been associated with particularly encouraging outcomes (see also Cohen, 1973). A word of caution was in order; however, for it was too early to judge the ultimate value of behavior interventions. As Achenbach noted:

> In order to identify what is good in a paradigm and to adapt it to real-world problems, we must be prepared to test it in a careful, objective fashion, shorn of its messianic pretensions. This requires forebearancce and a long-term perspective in which the ultimate goal is to help promote children's development in ways that can be objectively validated rather than in ways that merely appear to our own reformist whims. We need to temper our spirit of reform with an attitude of scientific skepticism and to build into our paradigms fundamental research and development components designed to insure that our enthusiasms are well founded (1975, p. 14).

When children's behavior violated the law it was considered delinquent. Juvenile delinquency was a problem of illegal behavior and ineffective responses of adult authorities to it. While no theory of delinquency was supported by unassailable research evidence, it was clear that poor home conditions, parental delinquency, and inappropriate parental descipline contributed to the growth of delinquent conduct in children. Traditional forms of intervention failed to control delinquency. Research evidence supported a cautious optimism regarding the efficacy of behavior modification programs with juvenile delinquents (Kaufman, 1977).

It has been suggested that adolescent offenders often behaved maladaptively simply because they lacked the requisite skills to act appropriately (Dishion, Loeber, Stouthamer-Loeber, & Patterson, 1984; Long & Sherer, 1984). Through the use of instructions, modeling, and behavior rehearsal a myriad of social skills designed to increase interpersonal effectiveness can be taught (Schinke, 1981). These programs seemed directly relevant to the aggressive adolescent (Feindler & Ecton, 1986).

Of significance to the treatment of aggressive delinquent adolescents was a finding that particular types of juvenile offenders responded differently to treatment approaches. Long and Sherer (1984) evaluated

a structured social skills training program (Goldstein et at., 1980) in 30 adolescent male offenders in a probation-counseling program. Following modeling, role playing, and written assignment procedures, high frequency offenders were rated as more socially skillful, while low frequency offenders benefited more from a discussion control group. Further evidence from locus of control assessments indicated that social skills training supported the belief that one's behavior and consequences are controlled by oneself rather than by external factors. This finding suggests that self-control techniques, incorporated into skills training programs, may facilitate more socially acceptable behavior patterns.

Although there was sufficient data to support the hypothesis that there was a relationship between lack of competence in social situations and delinquent behavior, a casual relationship had not been established (Gaffney & McFall, 1981). In addition to deficiencies in the behavioral and cognitive skills needed to handle interpersonal situations, adolescents experiencing behavior problems had deficits in arousal management and impulse control skills. Goldstein, Glick, Zimmerman, Reiner, Coultry, and Gold (1985) recognized these complexities and developed a comprehensive intervention program for the acting-out adolescent: Aggression Replacement Training. This

program included: (a) a systematic, psycho-educational intervention designed to teach pro-social behaviors that could replace aggressive ones, (b) a moral education component designed to enhance actual, overt moral behavior, and (c) an anger control training component (Feindler, Ecton, Kingsley, & Dubey, 1986; Feindler & Fremouw, 1983; Feindler, Marriott, & Iwata, 1984b) designed to teach the inhibition of anger, aggression, and other forms of anti-social behavior. This component, directly modeled on our anger control manual, was hypothesized as a necessary adjunct to the social skills training, since anger and related affective states must be controlled before pro-social behaviors can be performed (Goldstein et al., 1985).

More recently, Brigham, Hopper, Hill, DeArmas, and Newsom (1985) developed a self-management training program that emphasized concepts as well as specific behavior techniques. Structured as an introductory laboratory course, 79 middle school students were taught how to analyze a situation, collect data, select an appropriate behavior change technique, and carry out the intervention. Results indicated a reduction in the number of school detentions received, an increase in knowledge of behavioral principles, and problem solving. The authors suggested that the teaching of concepts or rules may have contributed to the transfer and maintenance of behavior change. This type of broad

scope behavioral training program was based on earlier work by Gross et al. (1980) with predelinquent youth in the community. In all examples, subjects conducted successful behavior change projects. However, there was no real assessment of actual application of principles to other problems.

Thus, in summary, considerations needed to be given to the etiology of behavior and the history each youth brought with him/her both by the school and court systems. Additionally, fair and alternative programs should have been considered as a more humane placement for the handicapped child with milti-variant problems as a result of poor socialization skills and academic retardation.

Unfortunately, many states and school systems were not as responsive to alternative placements as they needed to be for helping difficult students. Complicated policies, bureaucratic red tape, and lack of resources all led to delay and sometimes a refusal to remove these students from school environments. When this happened one was often left with little choice but to try to do his/her best and meet the needs of all the students, including the most troublesome (Curwin & Mendler, 1988).

CHAPTER 3

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was to implement an alternative setting for handicapped adjudicated youths and/or those 9 to 16 year old special education students who could not function in the regular education framework of instruction. It was ultimately hoped that, with the cooperation of the school system, special education services, and the judicial system, that an appropriate setting could be found for all youths who could not cope in the mainstream.

When considering the above stated goals to the problem of no real educational alternative for the high-risk youth aged 9 to 16 years who had been referred to the Judge at City Court, the following alternatives might have included: (a) cooperation between the court/school/community systems; (b) educating the community about the special needs of this population; (c) utilizing the talents of personnel already involved in existing mental health programs; and (d) enlisting the fund-raising talents of community leaders.

Behavioral Objectives

The following objectives were projected for the practicum.

Objective 1: A teacher will be assigned to the Court School by the School Superintendent and/or Director of Special Education specifically to teach adjudicated handicapped students by the second month of implementation of the project.

Objective 2: An advisory board will be formulated by the third month of implementation.

Objective 3: Community leaders and general public will increase their understanding of the need for the special school by the end of the eighth month.

Objective 4: The assigned teacher will provide an academic and pro-social program that will increase students academic and pro-social skills during the implementation period.

Objective 5: The writer will form a grant-writing committee during the project implementation period.

Measurement of Objectives

All evaluation instruments were developed by the writer, keeping in mind the specific characteristics of the students served and areas to be addressed on these evaluation forms (Tables 1 and 2).

TABLE I

Reading Word List

DIRECTIONS: Read the words from the following lists beginning with A.

A	B	C	D	E
1. at	1. horse	1. gate	1. supper	1. anger
2. it	2. just	2. game	2. safe	2. hatch
3. an	3. very	3. blue	3. blow	3. price
4. now	4. boys	4. grass	4. country	4. tapped
5. run	5. gone	5. pond	5. reward	5. silence
6. can	6. road	6. brown	6. straight	6. afternoon
7. one	7. first	7. elephant	7. empty	7. serious
8. down	8. into	8. better	8. through	8. strike
9. up	9. worked	9. lunch	9. tiny	9. forehead
10. play	10. his	10. hammer	10. timid	10. hearts
11. did	11. puppy	11. town	11. understand	11. common
12. will	12. wish	12. river	12. burn	12. company
13. he	13. there	13. forest	13. follow	13. speechless
14. she	14. away	14. neighbors	14. destroy	14. partly
15. look	15. food	15. much	15. hunger	15. slumber
16. good	16. with	16. care	16. strange	16. important
17. jump	17. her	17. large	17. salad	17. promptly
18. make	18. gobble	18. flower	18. apartment	18. vegetables
19. help	19. hill	19. stars	19. stone	19. develop
20. ball	20. live	20. rhymes	20. bench	20. hospital

F	G	H	I	J
1. thick	1. liquid	1. tremor	1. twilight	1. futility
2. cushion	2. bandit	2. whimper	2. terror	2. contraband
3. props	3. practice	3. environment	3. soot	3. refresh
4. haze	4. wrecking	4. worst	4. articulate	4. mathematics
5. thirsty	5. medicine	5. society	5. affects	5. friendly
6. extended	6. remember	6. slender	6. evident	6. panarama
7. ranger	7. inventory	7. punishment	7. antique	7. affable
8. jungle	8. responsible	8. emergency	8. sacrifice	8. prologue
9. valley	9. swings	9. exhausted	9. products	9. temptation
10. marriage	10. excellence	10. attentively	10. disaster	10. plague
11. planet	11. detain	11. ragged	11. contrasting	11. subversion
12. define	12. stroke	12. complexion	12. grotesque	12. foolhardy
13. crazy	13. cockpit	13. cranes	13. inducement	13. javelin
14. merchant	14. rebellion	14. standardize	14. employee	14. spirals
15. thirty-one	15. install	15. knowledge	15. wardrobe	15. dialogue
16. applause	16. spectacular	16. contemporary	16. brood	16. transportatio
17. poured	17. camera	17. paragraph	17. memorandum	17. protozoa
18. tailor	18. umbrella	18. movement	18. supplement	18. rotunda
19. hooked	19. understood	19. bunkhouses	19. generations	19. pandemonium
20. obedient	20. among	20. plodded	20. depreciate	20. scenery

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TABLE 2

MATH TEST

DIRECTIONS: SOLVE THE FOLLOWING PROBLEMS

7 + 4	8 - 3	11 - 3	4 3 + 3	36 + 23	74 - 32	30 + 28	27 - 0
72 - 2	522 + 6	74 - 52	257 - 243	4 7 2 + 3	26 + 5	6 X 2	4 ÷ 2 =
853 127 +592	4275 723 510 +234	153 X 10	76 X 100	4232 X 1978	122 X 17	82 X 27	
3) 9	2) 42	7) 819	5) 1015	95) 1107	24 + 34		
5 1/3 +4 2/3	7 2/7 - 4 1/7	6 2/3 - 2 2/5	20) 60	200) 1.200			

2 : 1 .
5 2

DIRECTIONS: MARK THE CLOCK THAT SHOWS 2:30

DIRECTIONS: WRITE THE SQUARE ROOT OF THE FOLLWING PROBLEMS

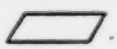
$\sqrt{16}$ $\sqrt{25}$ $\sqrt{81}$

DIRECTIONS: FILL IN THE BLANKS WITH THE CORRECT MEASUREMENT

The sum of the measures of the angles of a triangle is _____.

In triangle ABC, $\angle A = 80$, $\angle B = 40$, $\angle C =$ _____.

DIRECTIONS: IDENTIFY THE FOLLOWING:

1.  _____

2. _____

3. _____

DIRECTIONS: SOLVE THE FOLLOWING WORD PROBLEMS

1. Linda bought a second-hand car for $4,000.00. She borrowed the money from a lending institution that charged her 18% interest per year. How much did Linda pay at the end of three years?

   ANSWER: _____

2. Mr. Smith bought a television from a local dealer. He financed the $400.00 television from the dealer and will make 12 monthly payments at $40.00 per month. How much will he pay for the television?

   ANSWER: _____

MEASUREMENTS

3 ft. = _____ yds.

24 in. = _____ ft.

1 gal. = _____ qts.

2 qts. = _____ pts.

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Objective 1: was determined by a statement of assignment by the Superintendent of Schools, or the Director of Special Education.

Objective 2: was measured by a letter of solicitation of their talents, statements of need, and proof of fund raising attempts.

Objective 3: was measured by a questionnaire completed by community leaders and members of the general public as to the need for the special school.

Objective 4: was measured by improved conduct grades, report card grades, a reduction in recidivism, and recommendation for a less restrictive placement. Pre and post-testing in the academic areas also examined academic progress.

Objective 5: was measured by signed attendance sheet by community members on their meeting by meeting basis.

Mechanisms for Recording Unexpected Results

A log was kept so that documentation could be available as to problems which occurred because of human error (i.e., lack of public interest, lack of student progress, etc.).

Description of Plans for Analyzing Results

A comparative analysis was completed as to the success of the objectives being measured, an analysis

of need--comparing the number of subjects questioned and percentiles of opinions concerning these needs, and a summary of pre and post-test data in the academic area.

CHAPTER 4

SOLUTION STRATEGY

Previously Attempted Solutions

There was no real educational alternative for the high-risk youths aged 9 to 16 who had been referred to the Juvenile Judge at City Court for anti-social acts and had worked themselves out of the mainstream. There was a concern to identify and address the needs of the high-risk students. Because of the characteristics of problem students and their families, they suggested intervention programs which included a developmental crisis room, an outreach program, alternative programming, and use of community resources (Anderson and Limoncelli, 1982).

According to Rutherford (1988), "best practices" in correctional special education included functional assessments, functional curriculum, vocational special education, transitional programs between correctional programs and the community, comprehensive systems for providing institutional and community services, and special education training for correctional educators.

Incarcerated Emotionally Disturbed/Behavior Disordered (ED/BD) youths are an especially neglected group in special education (Rutherfore, Woldord, and Nelson, 1983; Wolford, 1983). One suspected that the

special education needs of many (or not) ED/BD teenagers, who were in prisons, were neglected because incarcerated youths were defined as "socially maladjusted" rather than "seriously emotionally disturbed". The current federal definition appeared to allow the denial of special education to a very large number of young people who exhibited extremely serious misbehavior and had a long history of school failure.

Although psycho-educational methods remain popular, there appeared to be a trend toward recognition of the effectiveness of ecological and behavioral strategies. The humanistic approach has brought an interest in "alternative education" for the mild and moderately disturbed. Alternative education includes all types of nontraditional education--free schools, open schools, street academics, learning centers, schools-within-schools, and so on for children whose needs are not being met by the traditional middle-class educational system (Knoblock, 1979; Nelson, 1977).

For the most part, severely and profoundly ED/BD children must be instructed individually. They simply do not learn in a group without having had intensive individual instruction first (Koegel and Rincover, 1974) because of their great difficulty in responding, paying attention, and behaving within an interactive situation. It was not possible to integrate them into

regular classes until they have learned many prerequisite skills.

The trend now is away from placing the severely and profoundly disturbed in residential institutions and towards the establishment of day schools and special public school classes. Since 1985, when Carl Fenichel established the League School, which was the first day school for seriously emotionally disturbed children in the United States, (Fenichel, 1974) in Brooklyn, it has become clear that such children do not always need to be removed from their homes and communities in order to be helped. And since the emergence of behavior modification techniques in the early 1960s, more and more educators are becoming convinced that they can approach extreme behavioral problems directly and effectively without long years of probing into unconscious, underlying causes (Schreibman et al., 1983; Schreibman and Mills, 1983; Koegel, Rincover, and Egel, 1982).

It was an unfortunate discovery of fact that coherent, comprehensive descriptions of educational programs for ED/BD students were rare in the professional literature (Grosenick and Huntze, 1983; Noel, 1982). Analysis of the few program descriptions, that one can find, showed that a high percentage lacked adequate details about the following elements: philosophy, goals, definition of the population to be

served, criteria for entry into and exit from the program, educational methods, evaluation, and operational procedures (Grosenick and Huntze, 1983). One of the greatest needs in the field today is for an adequate literature to guide program development and improvement (Hallahan and Kauffman, 1986).

In 1981, a juvenile justice support program was originated in another southern state. The primary purpose of the program was to provide a short term physically restrictive, safe and humane environment for children pending court action. The children at this center may also be detained after adjudication, while they are pending disposition and some for a short period of time after commitment while pending placement.

The school, a part of their public school system, was a short term education program for those students who are detained within the juvenile center.

Upon closer scrutiny, it had been evidenced that this project had met with much success and generalized to special schools, added certified personnel assigned to the facility, and gained much community support. Additionally, the number of adjudicated youths in 1987 to 1988 averaged 41,032.

Another program provided temporary round-the-clock secure confinement of delinquent individuals. The center was described as a positive and constructive

part of the Criminal Justice System in that particular southern city. All individuals were treated with respect and provided the opportunity to act in a responsible, self-enhancing manner. This was accomplished through a varying and active program of education, recreation, counseling and group living. Ultimately, it was hoped that this type of atmosphere would prepare the juvenile to return home or for further placement.

All participants in the program were required to attend class. Academic services were provided by a teacher possessing state and special education certification. The participants were taught on their individual functioning levels.

According to Dunn (1981), an alternative school for problem students in New York City successfully used both diagnosis of individual learning styles and learning materials designed to respond to individual learning differences. The students helped each other overcome negative behaviors in the school they helped create.

An alternative school for problem students (aged 12 to 19) was established in Grand Rapids. Innovative features included a contract learning package (providing help in remedial skills), a "free room" (where students spent reward tokens), group counseling, evaluation, parent and student approval, and student

progress in academic and social skills (Rowe, et al., 1974).

Another report by Beach and Halverson (1982) presented the findings of a study to evaluate the appropriateness of 63 alternative educational and vocational programs for high-risk youths in a major city, specifically youthful offenders and persons in need of supervision in the facilities of the city's Division for Youth (DFY). The programs were established to provide remedial instruction in basic skills, preparation for work, and some supportive services. Some of the programs were set up by the city's Board of Education, while others were run by community-based groups. Each program was evaluated for: (a) flexibility of admission criteria; (b) appropriateness of program characteristics; (c) suitability of program content; and (d) provision of support services. Evaluation found that: (a) since many of the programs served the needs of young people other than DFY youth, there was a lack of suitable placements in the programs for DFY youths, (b) lack of counseling and other supportive services may have hampered the educational progress of DFY youth, and (c) programs seldom involved young people and their families in decision-making. Several programs, despite substantial limitations, were found to have met many needs of the target population. It was recommended

that more alternative educational programs be established for high-risk youths and adolescents, especially DFY youths.

The research summarized in Mann and Gold's report (1981), was a longitudinal study of the effectiveness of a particular type of alternative secondary school in improving the behavior of delinquent and disruptive students. Three alternative school programs, which provide students with experience of success and social support from teachers, were described. The effectiveness of scholastic success and social support in raising students' self-esteem, integrating students with their school, and decreasing incidents of delinquency and disruption were examined. Conclusions in this report indicated that poor scholastic experiences were significant causes of delinquent and disruptive behavior, and positive scholastic experiences made a difference in the behavior of only those students whose delinquency seemed effective in defending against negative impacts.

Description and Justification for Solution Selected

This writer's practicum project involved approximately ten students, however, documentation was utilized for only seven of these students because of

residential placements in psychiatric and detention facilities. The in-place project described in the previous section (p. 32), had five judges actively involved in the delivery system, whereas the writer's project involved one juvenile judge actively involved at City Court.

Because of the increased number of special education students suspended and/or expelled from school (16 percent were from the regular education population while 29 percent were from the special education population), there was a need for realistic alternatives to the prior academic setting, utilizing an array of realistic alternatives available to the high-risk student.

The writer's project was planned to serve students aged 9 to 16, most of whom had been referred to City Court because of anti-social acts. For these students who were adjudicated by the juvenile judge, attendance at school was mandatory. Before consideration of placement, each student must have been diagnosed by the special education department as possessing a handicapping condition (mental/emotional/academic/ behavioral). Once the determination had been made that the student could no longer function in the mainstreamed setting, the student was then reevaluated, because of his/her inability to cope in that setting, and placed in a more restrictive environment (Juvenile

Justice Alternative School). It should again be noted that this placement was appropriate only after all other regular education avenues had been exhausted. The majority of these students were from economically depressed homes whose families had limited formal education.

The purpose of this project, then, was to develop an alternative school for high-risk youths in order to provide a place where they might succeed; coming in when they had worked themselves out of the normal educational setting by virtue of an inability to cope; leaving when they had acquired sufficient skills to return to a less restrictive educational setting.

Calendar Plan

June, July, August

1) Assign teacher to the Juvenile Justice Alternative School.

2) Send letter to community activists to serve on advisory board for school.

3) Assign grant-writing committee.

4) Assign teacher's aide to the alternative school.

September

1) Administer pre-test by the 4th week.

2) Monitor teacher's intervention strategies during the second, third, and fourth week.

October

1) First meeting of grant-writing committee.

November

1) Continue to monitor classroom teacher's intervention strategies and techniques by periodic observations, monitoring the Individual Educational Program (IEP) prepared for each student, examining conduct and academic grades, and attendance records.

December

1) Conduct a follow-up meeting with the grant-writing committee in order to ascertain future fundraising alternatives.

January, February, March

1) Administer post-tests to students after seven month implementation period to determine individual progress in reading and math.

2) Develop and administer questionnaire to community leaders and members of the general public as to their opinion(s) with regard to the need for an alternative setting for juveniles, their knowledge of the Juvenile Justice Alternative School, and additional concerns.

CHAPTER V

RESULTS, CONCLUSIONS, RECOMMENDATIONS AND DISSEMINATION

Results

The goal of this practicum was to implement an alternative setting for handicapped adjudicated youths and/or those 9 to 16-year-old special education students who could not function in the regular education framework of instruction. A cooperative effort was effected between the school system, special education services, the judicial system, and the community for an appropriate setting for many youths who could not cope in the mainstream setting.

Objective One was to be determined by a statement of assignment by the Superintendent of Schools, or the Director of Special Education. Meetings were conducted between the Juvenile Judge, Superintendent of Schools, Director of Special Education, and School Psychologist to set up an alternative setting for those students who had been excluded from school, adjudicated, under supervised probation, and exceptional. A letter was written by the Director of Special Services assigning a teacher to the school which is now referred to as the Juvenile Justice Alternative School.

A sociology major was assigned in August to teach this class of ten because of her expertise and training was commensurate with this special population. She had some education courses and continues toward certification.

Objective Two was to be measured by a letter of solicitation of their talents, statements of need, and proof of fundraising attempts. The writer solicited the input of various key persons in the community who could assist in the area of grantsmanship. The meeting was attended by all of those contacted and many ideas were shared. The writer applied for a grant in the amount of $45,133 from the Job Training Partnership Act (JTPA). The grant was approved for the face value in March, 1991. Eleven computers, materials, and an aide have been secured (Appendices A and B).

Objective Three stated that community leaders and the general public would increase their understanding of the need for the special school by the end of the eighth month. A questionnaire was completed by community leaders and members of the general public as to the need for a special school. The instrument requested that eight questions be answered with a Yes or No reply. There was an additional question for comments (Appendix C). The results of the questionnaire are found in Table 3.

TABLE 3

Community Response Questionnaire

(N=40)

1. Do you feel that we have a problem with juveniles in our community? 40 YES 0 NO
2. Do you feel that we need a separate facility for those who cannot function in the classroom? 39 YES 1 NO
3. Are you familiar with the Juvenile Justice Alternative School? 25 YES 15 NO
4. If you answered YES to the above question, do you feel that this is an appropriate setting for these students? 25 YES 5 NO
5. Do you feel that the school should be part of a detention facility? 27 YES 10 NO
6. Are you in favor of a detention facility? 40 YES 0 NO
7. Do you feel that there should be more alternative settings for these students? 38 YES 0 NO
8. Do you feel that the Juvenile Justice Alternative School could make a difference for the future of these students? 39 YES 0 NO
9. Do you have any comments? _____

Ten of those completing the questionnaire did not respond to question number four because they lacked knowledge of the Juvenile Justice Alternative School and had no idea whether this was an appropriate setting or not. Question number five had only 37 responses because they were unsure whether this school should be part of a detention facility. Two did not respond to question number seven, and one did not respond to question number eight. Twelve persons completed their instruments with some additional comments.

The responses indicated that the majority of those completing the questionnaire agreed that there were problems with juveniles in the community, that these youths needed a separate facility, were in favor of a detention facility, and that more alternative settings should be available to these students. These persons also were aware of the Juvenile Justice Alternative School and felt that this setting could make a difference in the future with respect to this population.

Objective Four stated that the assigned teacher would provide an academic and pro-social program that would increase students' academic and pro-social skills during the implementation period. The rationale was to examine conduct grades, report card grades, recidivism, recommendations for a less restrictive environment, and

pre and post-testing in the areas of academics to ascertain student progress.

The students' conduct grades were carefully monitored and compiled after each nine-week period. The grade averages given in Table 4 are those which appeared on each student's report card and reviewed by the juvenile judge. These grades served as one of the determining factors of student placement in the mainstream in conjunction with the 120 day placement in agreement with the specifications set forth in the JTPA grant.

Table 4

Student Conduct Grades

First, Second, & Third Nine Weeks

	1st	2nd	3rd
Student A	F	C	F
Student B	C	C	B
Student C	C	C	C
Student D	C	C	B
Student E	C	C	C
Student F	A	B	A
Student G	F	C	F

The results of Table 4 suggested that five out of the seven students monitored, successfully improved on their conduct grades, while two of the students did not. It also appeared that the close structure of the program was working.

Table 5 examined the report card averages of each student. Each student was on an individual educational program (IEP) and worked on his/her individual level of instruction.

Table 5

Report Card Averages

	READING	MATH	SPELLING	ALT. COURSE	SOCIAL STUDIES
STUDENT A	B	C	B	C	C
STUDENT B	B	C	B	D	C
STUDENT C	B	B	B	B	B
STUDENT D	C	B	C	C	C
STUDENT E	B	C	C	C	B
STUDENT F	B	B	A	C	B
STUDENT G	C	B	C	C	B

The results shown in Table 5 indicated that all of the students were fulfilling the objectives of their

individual plans. Each student, for the most part, was satisfactorily completing the various academic areas.

With respect to recidivism, the students had performed well. The rate was down significantly according to the juvenile court officials (See Appendix D).

While it was too soon for conjecture, it was felt by the writer that at least three students would be recommended for mainstreaming next school year. The terms of the JTPA contract specifically stated that the students must remain with the program for a total of 120 school days, therefore, the exact numbers will not be known until the close of the 1990-1991 school year (Appendix E).

Additionally, pre and post-testing was administered in the areas of reading and math to examine progress in these areas. The math test was devised by the writer and the reading test was derived from the various word lists. These tests were not timed and each student was encouraged to perform to the best of his/her ability. While the math test was administered to the group, the reading test had to be administered individually in order for the practitioner to ascertain individual numbers were correct. One word was inadvertently left off the "I" list of words; therefore, before testing transpired, the word

"depreciate" was added. Figures 1 and 2 show the progress of each student.

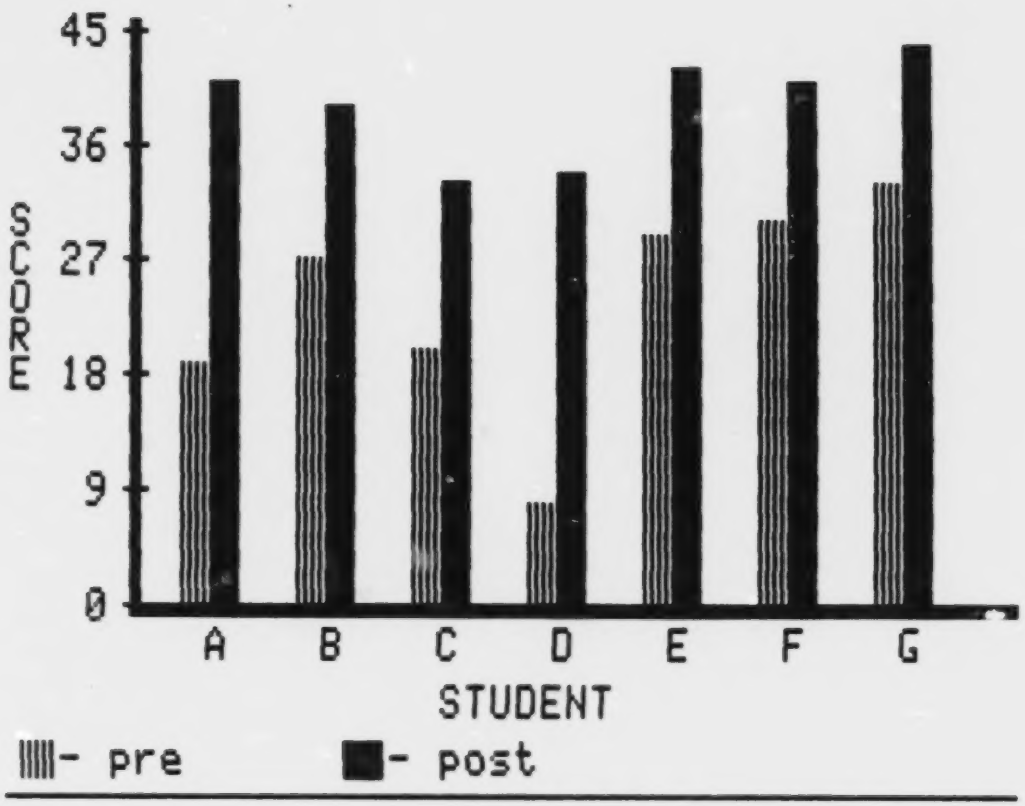

FIGURE 1

MATH TEST RESULTS

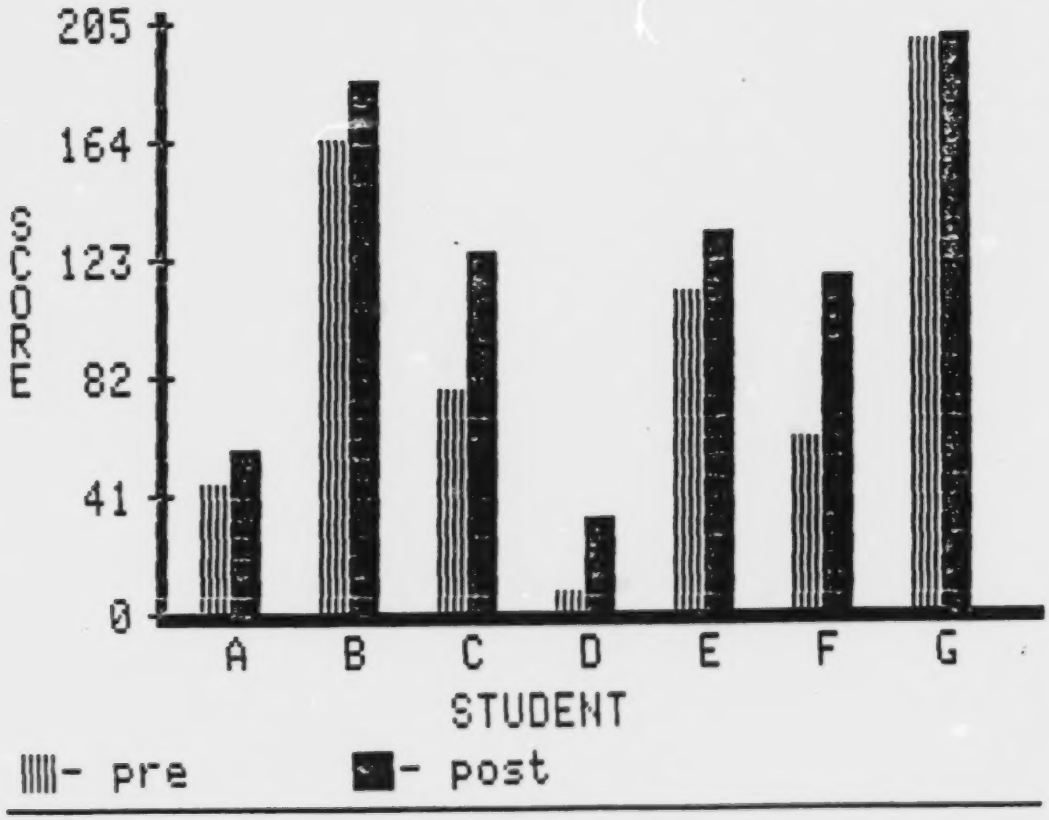

FIGURE 2

READING TEST RESULTS

The results indicated that all of the students progressed from pre to post-testing. It is felt by the writer that with the aid of computers, even greater progress could have been achieved.

Objective Five stated that the writer would form a grant writing committee during the project implementation period. The forming of an advisory committee and providing signed attendance sheets was accomplished. In July, a letter was sent out to various members of the community inviting them to become a integral part of the Juvenile Justice Alternative School. An explanation was given as to the purpose of the school and the population it served. Of the inquiries sent out, only one person was unable to serve on the advisory board at that time. (See Appendix F).

The board met for the first time in October. The meetings were held at the City Court Complex every other month on a Wednesday at 8:00 a.m. Various topics of interest to the board were presented, such as: exclusions from school, grantsmanship, interventions for behavior disordered students, histrionics of the high risk population served, and the law.

An agenda was provided for the members with the order of business. Each attending member was asked to sign the agenda at each meeting (See Appendix G). Many

valid recommendations were voiced by the members and much support and direction was given. An educational leaflet was prepared by the writer for the general public through the generosity of the school board and will be distributed in the community this summer (See Appendix H). In the writer's professional judgement, objective number five was met.

Conclusions

An interpretation of the data suggested that all five objectives were met, indicating that a cooperative effort was effected between the school system, judicial system, and the community for an appropriate setting for many youths who could not cope in the mainstream. The data also suggested that all of the students improved in the area of academics, pro-social skills, recidivism, and attendance (Tables 6, 7, 8, 9, and 10).

TABLE 6

REFUSAL TO COMPLETE ASSIGNMENTS - FREQUENCY

9 Observations

(N=7)

	1	2	3	4	5	6	7	8	9	TOTAL
STUDENT A	6	0	0	0	0	0	0	0	0	6
STUDENT B	0	0	2	0	0	0	0	0	0	2
STUDENT C	0	0	0	0	0	0	0	0	0	0
STUDENT D	0	0	0	0	0	0	0	0	0	0
STUDENT E	0	0	0	0	0	0	0	0	0	0
STUDENT F	0	0	2	0	4	0	0	0	0	6
STUDENT G	5	6	0	0	0	0	0	0	0	11

TABLE 7

THREATS - FREQUENCY

9 Observations

(N=7)

	1	2	3	4	5	6	7	8	9	TOTAL
STUDENT A	0	0	4	0	0	3	0	0	0	7
STUDENT B	5	0	0	0	0	0	0	0	0	5
STUDENT C	0	0	0	0	0	0	0	0	0	0
STUDENT D	0	0	0	0	0	0	0	0	0	0
STUDENT E	0	0	0	0	0	0	0	0	0	0
STUDENT F	0	3	0	0	0	0	0	0	0	3
STUDENT G	0	0	0	0	0	0	0	0	0	0

TABLE 8

OFF TASK BEHAVIOR FREQUENCY

9 Observations

(N=7)

	1	2	3	4	5	6	7	8	9	TOTAL
STUDENT A	5	5	0	0	3	0	0	0	0	13
STUDENT B	6	6	0	0	0	0	0	0	0	12
STUDENT C	3	0	0	0	1	0	0	0	0	4
STUDENT D	0	0	0	0	0	0	0	0	0	0
STUDENT E	4	0	0	0	0	0	0	0	0	4
STUDENT F	2	0	0	0	0	0	0	0	0	2
STUDENT G	5	0	0	0	0	0	0	0	0	0

TABLE 9

TALKING-OUT BEHAVIOR FREQUENCY

9 Observations

(N=7)

	1	2	3	4	5	6	7	8	9	TOTAL
STUDENT A	2	3	6	6	0	0	4	0	0	21
STUDENT B	0	0	4	3	1	0	0	0	0	8
STUDENT C	0	0	0	3	2	0	0	0	0	5
STUDENT D	0	0	0	0	0	0	0	0	0	0
STUDENT F	0	0	2	0	0	0	0	0	0	2
STUDENT G	0	0	0	0	0	0	0	0	0	0

TABLE 10

Student Attendance

(N=7)

	Days Present	ient
Student A	102	
Student B	84	
Student C	119	
Student D	109	
Student E	116	
Student F	65*	
Student G	69**	

*This student was residentially placed.

**This student came into the program at a later d

The results confirmed public concerns about this high-risk population and the existing need for alternative settings. Based on the results from the community questionnaire, those completing the instrument wholeheartedly agreed that a detention facility was needed, and that the Juvenile Justice Alternative School was successfully fulfilling the goals and objectives stated, which indicated that an alternative setting of this type can indeed work. However, it was felt by the writer that eight months of implementation only sets the stage for the progress to be achieved. It is for this reason that plans are in the works for possibly extending the school year for these students so as to give them some structure during the summer months. This would entail additional grant-writing in order to pay staff salaries as well as other operating expenses.

It was stated by Murphy (1989), that the learning disabled can make, and have made extraordinary contributions to every field of human endeavor. That a learning disabled child should be driven to a life of self-hatred and frustration for lack of proper educational resources represents not only the indecent waste of an individual life, but a grave loss to American society.

Additionally, with respect to available alternatives, the results confirmed that alternative

academic settings can be achieved and that public support can be very important to its success. Most of those surveyed agreed that such settings are needed and indicated that some expansion is a must. The district council is presently looking at building a detention facility and incorporating these classrooms as part of that endeavor. The chairman of the detention facility board currently serves on the Juvenile Justice Alternative School Board of Advisors.

The Juvenile and Family Court Journal (1986) stated that states are given an affirmative duty to identify, locate, and evaluate handicapped children. However, unless the local school system has implemented a program wherein children are routinely screened upon entrance into the school system and periodically reviewed or reevaluated, learning disabled children will only be "identified" or "located" when brought to the school system's attention by parents or guardians, or by the juvenile justice system.

Since the objectives were met, practical implications indicated that there must be a concerted, cooperative effort between the public school system, the judiciary system, and the community at large in order to meet the cognitive and pro-social needs of this high-risk population. Another implication was that parents need to become responsibly involved with these students in the schools. In most instances they

are a significant contributing factor as to why their children are placed in a separate alternative setting. Yet another implication was that many teachers and administrators need to use their training from inservices on academic and behavioral intervention techniques that would benefit not only the high-risk student, but all students and at a much earlier age.

One unanticipated outcome was that not all ten students could be post-tested because they were sent to a detention facility or residentially placed for further evaluations. This could happen at any time when they go to trial for a prior offense. It has to be noted here that the juvenile justice facility established was the last hope of any type of intervention of this sort before long-term lock-up. Additionally, an unanticipated delay in grant authorization was responsible for the school not getting delivery on the eleven computers and the aide until the first week in April.

In retrospect, based on the findings from this practicum, all students tested progressed by at least one-half year in reading, math, or written language. For the most part, all students progressed in pro-social skills and attendance.

Recommendations

If others were to replicate this practicum, the writer's suggestions are: (1) allow more time for implementation to allow for testing those students who have had to take a leave for one reason of another; (2) choose a validated test for pre and post-testing so that standard and grade level scores can be considered; (3) more time, than just one day a week, should be given to the writer of a similar practicum, such as this, to allow for grant-writing, observations, paper work associated with fundraising, and staffing; and 4) a greater student number would enhance significance of results for purposes of generalization.

This practicum will be conducted on an ongoing basis in its present setting at the request of the juvenile judge and the superintendent of the public school system. The school has stimulated the interest of the community, some of the surrounding districts, other states, and the State Department of Education.

Dissemenation

This practicum was presented to the National Association of District Attorneys and Family Court Judges at the 18th National Conference on Juvenile Justice in Albuquerque, New Mexico in March, 1991.

The writer was invited to present this practicum to the Education and Public Relations Committee of the local school board for the purpose of expanding the school.

Additionally, the writer was invited to speak to the Kawanis Club about the Juvenile Justice Alternative School.

A presentation of this practicum was also been presented to the Private Industry Council in May, 1991.

The local paper has contacted the writer about writing a feature article about the school. It will be a part of a series of articles on "Starting Young".

There are also preparations at this time to do a follow-up presentation in Orlando, Florida, next year for the 19th National Juvenile Justice Conference.

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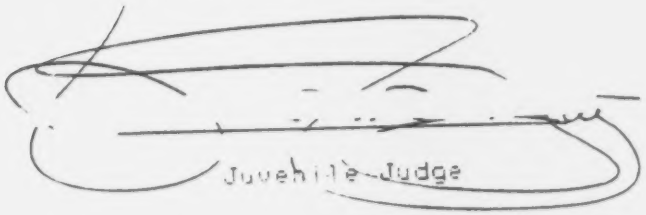
APPENDIX A

GRANT COMMITTEE ATTENDANCE SHEET

The following persons attended a meeting for the purpose of looking at available grants for a project being implemented by Linda LaCoste, a school psychologist attending Nova University.

School Psychologist

Federal Programs



Juvenile Judge

Counselor-Alternative Vocational Program

Director-Special Education

Principal-Genesis

Child Welfare & Attendance

Administrator-City Court

Community Service Work Bus Supervisor

APPENDIX B

LETTER OF AUTHORIZATION

The WORK CONNECTION

"The Connection that Works for You"

March 14, 1991

Superintendent
Parish School Board

Dear Mr.

Please be advised that approval has been granted by the State for you to begin purchasing the computer equipment requested for the Juvenile Justice program.

If I may be of any further assistance, please don't hesitate to contact me.

Sincerely,

Executive Director

cc:

APPENDIX C

QUESTIONNAIRE

QUESTIONNAIRE

1. Do you feel that we have a problem with juveniles in our community? _____YES _____NO
2. Do you feel that we need a separate facility for those who cannot function in the classroom? _____YES _____NO
3. Are you familiar with the Juvenile Justice Alternative School? _____YES _____NO
4. If you answered YES to the above question, do you feel that this is an appropriate setting for these students? _____YES _____NO
5. Do you feel that the school should be part of a detention facility? _____YES _____NO
6. Are you in favor of a detention facility? _____YES _____NO
7. Do you feel that there should be more alternative settings for these students? _____YES _____NO
8. Do you feel that the Juvenile Justice Alternative School could make a difference for the future of these students? _____YES _____NO
9. Do you have any comments? _____

APPENDIX D

NOTICE OF RECIDIVISM

City Court of

May 2, 1991

Dear

The original students placed in the Juvenile Justice Alternative School Program have shown a decreased rate of repeat offenses; i.e., new criminal charges.

Sincerely

Deputy Clerk of Court
Juvenile Division

APPENDIX E

JTPA CONTRACT

BE IT KNOWN that the Consortium for Service Delivery Area #31, represented herein by . Chief Elected Official for the Job Training Partnership Act Program for Service Delivery Area #31, Ms. , Chairman of the Private Industry Council, and Mr. , Executive Director of the Job Training Partnership Act Program (hereinafter referred to as the CONSORTIUM) declaring that it has funds available for the 1990 Juvenile Justice Alternative School pursuant to 6% provisions of the Job Training Partnership Act, does hereby agree, stipulate and contract upon the following terms and conditions with;

SCHOOL BOARD, represented by its Superintendent,

(hereinafter referred to as CONTRACTOR)

1. TERM

The effective date of this contract shall be for a period of twenty-four (24) weeks, commencing on November 1, 1990, and terminating on June 30, 1991.

2. PURPOSE

The purpose of this contract is to identify students who have a high potential of antisocial behavior and to provide eligible participants competencies in basic education training, pre-employment/work maturity skills and job specific skills at an acceptable level including comprehensive training to individuals in English, reading, spelling, writing, mathematics, and in

social and alternative skills, i.e. pro-social behavior and introduction of pre-vocational activities.

Upon completion of this program, participants must accomplish one or more of the following:

A. Return to the regular or less restrictive educational setting;

B. Gain pre-employment skills which exhibit youth competencies at an acceptable level;

C. Develop work maturity skills which meet acceptable youth competency level;

D. Obtain a G.E.D.;

E. Obtain a high school diploma;

F. Gain unsubsidized employment;

G. Gain one or more years of math and/or reading, and/or language;

H. Gain social and alternative skills through pre-vocational activities; and/or

I. Develop entry level job skills.

3. PARTICIPANT ELIGIBILITY

Participants shall be between 14 to 18 years of age, be residents of who are in danger of leaving or have left school due to behavior and/or academic problems, be economically disadvantaged and/or physically handicapped and/or academically handicapped and/or mentally handicapped, and have been adjudged "in need of supervision" or "law offenders" or "have anti-social behavior" by the Juvenile Judge. Further, the group will include, but not limited to, nonconforming mainstreamed individuals, teenage parents, school dropouts,

rehabilitated addicts, and handicapped persons. The participants must be able to earn a High School Diploma or either a G.E.D. or Carnegie diploma and otherwise conform to the eligibility requirements of the Job Training Partnership Act and regulations thereunder.

Participant referrals will be accepted through referrals from the School System, the Courts, parents and JTPA; said referrals shall be made to City Court.

All applications for participation hereunder shall be submitted to the CONSORTIUM, through the office of the Administrator, who shall solely determine the eligibility of all applicants.

4. ENROLLMENT REQUIREMENTS

The CONTRACTOR shall have an enrollment goal of 20 eligible participants. Failure to enroll the minimum number of eligible participants as herein provided shall be a consideration in granting the CONTRACTOR an extension or the renewal of this contract and granting other contracts to CONTRACTOR.

A consideration in the CONSORTIUM granting this contract to CONTRACTOR was its representations that it would enroll and train 20 eligible participants at a cost of $45,133.00 or $2,256.65 per enrolled participant. In the event the CONTRACTOR enrolls 16 or fewer eligible participants, the CONSORTIUM, after affording the CONTRACTOR an opportunity to be heard on the matter, may reduce the consideration provided for in paragraph 13 hereof to an amount equal to $2,256.65 times the

number of participants actually enrolled.

5. TESTING REQUIREMENTS

CONTRACTOR shall conduct pretesting and post-testing upon each qualified participant to determine academic needs, vocational assessment, accurate vocational personality and vocational aptitude. This testing requirement shall be conducted by administering the Comprehensive Test of Basic Skills upon each qualified participant to determine strengths, weaknesses and ability level of each student. The results of said test will be available to the CONSORTIUM to determine applicant eligibility.

Periodic testing using teacher made and professionally prepared tests will be used to assess progress in specific skills. Further, the California Achievement Test will be administered upon completion of the program to determine the progress and achievement of each participant. CONTRACTOR shall provide the CONSORTIUM with the results of all testing.

6. COURSE AND CURRICULUM

CONTRACTOR shall provide a course of instruction which provides remedial work in English, reading, spelling, writing and/or mathematics and shall be designed to upgrade each participant's identified weaknesses. There will be further training in the areas of pre-employment skills/work maturity skills and job specific skills. Time spent in school is dictated by the time of suspension/expulsion and meeting the objectives of the Individual Educational Plan (IEP).

As part of the training provided hereunder, CONTRACTOR

shall provide said classroom training pursuant to the following curriculum:

a) Language Art Skills - reading skills, composition writing, and spelling and grammar;

b) Mathematics Skills - addition of two-digit numbers through pre-algebra;

c) Social and Alternative Skills - teaching if pro-social behavior and introduction of pre-vocational activities;

d) GED preparation;

e) Reward Time (time permitting) - group talk sessions and game playing;

Said curriculum shall be available to each participant and shall be provided to each participant on an as needed basis. In particular, CONTRACTOR will service the 14 year old group with basic education and enhancement program; the 15-18 year old group with basic education and job specifics or pre-employment/work maturity program or the GED preparation program or Carnegie program.

CONTRACTOR shall provide participants with daily instruction in the abovementioned curriculum for 330 minutes per day, 5 days a week (Monday - Friday) except on regular school holidays, commencing at 8:00 a.m. and ending at 3:00 p.m.

Training shall be provided by CONTRACTOR at City Court of Houma, corner of East Main Street and Roussell Street, Houma, Louisiana 70364.

7. PERFORMANCE STANDARD

The following performance standards are to be utilized where

applicable, pursuant to this contract:

A. YOUTH EMPLOYABILITY ENHANCEMENT RATE - 33%

Total number of youth who attained one of the employability enhancements at termination, whether or not also obtaining a job, divided by the total number of youth who terminated. Youth Employability Enhancements include the following, to-wit:

a. Attainment by a participant of two or more Private Industry Council Youth Employability Competencies.

b. Completion by a participant of a major level of education following at least 90 calendar days or 200 hours of training pursuant to this contract.

c. A participant's retention for at least 90 calendar days or 200 hours in non-Title II-A following participation in training pursuant to this contract, training or attainment of a certificate of occupational skills from non-Title II-A training following participation in the training offered hereunder.

d. For youth 14-18 years of age who had dropped out of school, returning to full-time secondary school due to the training being offered hereunder for at least 120 days, and demonstrating satisfactory progress during participation, as defined by the local school system, and attainment of a basic education competency or job specific competency.

e. For youth at risk of dropping out, as defined by the Governor of the State of Louisiana, retention in a full-time secondary school for at least 120 days as result of the training offered hereunder and demonstration of satisfactory progress, as defined by the local school board, and, for 14 and 15 year old, attainment of a basic education competency or pre-employment/work maturity competency or job specific competency.

For purposes of these performance standards the following

are denominated and defined as Youth Employability Competencies:

PRE-EMPLOYMENT/WORK MATURITY COMPETENCY

Mastery of a Pre-employment/Work Maturity competency shall consist of a demonstration of proficiency in all of the eleven core pre-employment/work maturity competency areas, which are endorsed by SDA #31, in which a terminee was found to be deficient prior to program enrollment.

BASIC EDUCATION COMPETENCY

Attainment of one of the following educational objectives:

1. A quantifiable increase in the basic skills of reading, mathematics and/or language.

2. Achievement of quantifiable learning objectives which are pursuant to the mastery of the basic skills of reading, mathematics and/or language.

3. Attainment of a high school diploma, GED or Certificate of Completion (Special Education participants).

4. Achievement of quantifiable learning objectives in reading, mathematics and/or language which are pursuant to the mastery of a job specific competency.

JOB SPECIFIC COMPETENCY

Mastery in this area shall consist of a demonstration of 80% proficiency in all areas of instruction of a prescribed curriculum which is designed to train a participant in a specific job task or technical function associated with a particular occupation or cluster of occupations.

The training, counseling, instruction and services provided by CONTRACTOR pursuant to this contract shall be designed to achieve the performance standards set forth hereinabove. The CONSORTIUM shall consider the CONTRACTOR'S failure to achieve the performance standards set forth hereinabove in determining whether to grant to CONTRACTOR an extension or renewal of this contract and in granting other future contracts to CONTRACTOR.

If, during the term of this contract, the CONSORTIUM'S executive director determines there is reasonable cause to believe that the CONTRACTOR will failure to achieve one or more of the performance standards set forth hereinabove, the executive director shall notify the Private Industry Council and the CONTRACTOR of his determination. Upon receipt of said notice the Private Industry Council may fix a hearing to determine whether there is reason to believe that it is more likely than not that CONTRACTOR will fail to achieve one or more of the performance standards set forth hereinabove.

At such hearing, the executive director shall have the burden of proving by a preponderance of the evidence that CONTRACTOR will fail to achieve one or more of the performance standards. For purposes of said hearing, the executive director shall be considered the plaintiff and the CONTRACTOR shall be considered the defendant and the order of proof shall be the same as that set forth by the Louisiana Code of Civil Procedure. he executive director and the CONTRACTOR shall be allowed to introduce all relevant and probative evidence, including

documents and testimony of witnesses. Each party shall have the right to examine all documents and cross examine all witnesses presented by the other party.

Following said hearing, the Private Industry Council shall determine whether or not it has been established by a preponderance of the evidence that CONTRACTOR will fail one or more of the performance standards. In the event the Private Industry Council finds a potential failure thereto, it shall take all appropriate remedial action, including but not limited to, immediate cancellation of this contract and the immediate termination of all further funding hereunder.

8. ACCESS TO RECORDS

The CONSORTIUM, the Department of Employment and Training, the United States Department of Labor or the United states Office of Inspector General, or its designee shall be allowed to inspect, review and copy, at all reasonable times, the records of CONTRACTOR maintained pursuant to this contract. Performance of this contract shall be subject to review and evaluation by the CONSORTIUM or its designee. CONTRACTOR shall maintain and retain records of applications, attendance records, verification documentation and all financial records which relate to this contract for a period of three (3) years following termination hereof. The CONSORTIUM shall also, at all reasonable time, have the right to inspect the facilities of the CONTRACTOR and to observe its activities hereunder.

9. AUDIT

In the event of an audit or monitoring exception by the Department of Employment and Training, the United States Department of Labor or the United states Office of Inspector General, CONTRACTOR shall be solely liable for repayment of disallowed costs, agreeing to hold the CONSORTIUM free and harmless for said repayments and agreeing to indemnify the CONSORTIUM in the event of repayment by it.

10. NONDISCRIMINATION

CONTRACTOR will not discriminate against any person or persons because of sex, race, religion, color or national origin, nor will CONTRACTOR permit its agents, employees, subcontractors or program participants to engage in such discrimination. CONTRACTOR will foster a policy of Equal Employment Opportunity and Affirmative Action and hereby agrees that during the performance of this contract; CONTRACTOR shall not discriminate against any employee, including JTPA participants and beneficiaries of employment and training activities, because of race, color, sex, religion, handicap, political affiliation or national origin. CONTRACTOR will take Affirmative Action to insure that applicants and program beneficiaries are treated during the contract without regard to race, color, sex, religion, handicap, political affiliation or national origin. Such Affirmative Action shall include but not limited to, upgrading, employment, demotion and transfer, recruitment and advertising, layoff and termination, rates of pay

and other forms of compensation and selection for training. CONTRACTOR agrees to post in conspicuous places available to employees and participants, if applicable, notices setting forth the provisions of this nondiscrimination clause. A copy of the affirmative action policy setting forth rules and guidelines is set forth herein in extenso; said policy is available upon written request.

11. STAFF

Pursuant to its personnel policies, rules and requirements, CONTRACTOR shall provide its own staff as is necessary to provide the training to be offered hereunder, and the costs of CONTRACTOR'S staff shall be borne by CONTRACTOR without additional cost or expense to CONSORTIUM unless otherwise indicated in the budget attached hereto as Exhibit "A".

12. MISCELLANEOUS

This contract or any rights or obligations hereunder may not be assigned in whole or in part without the express written consent of the CONSORTIUM. This contract may not be amended except upon the express written consent of the CONSORTIUM. This contract shall constitute the sole agreement of the parties in regard to the CONTRACTOR'S course herein. All other or prior contracts, agreements or understandings, written or oral, which are in conflict with this contract are null and void.

13. CONSIDERATION AND METHOD OF PAYMENT

As a consideration for the services to be rendered by

the CONTRACTOR, the CONSORTIUM shall pay to the CONTRACTOR the sum of $45,133.00. Said consideration shall be paid on a cost reimbursement basis. The CONSORTIUM shall reimburse the CONTRACTOR for all sums actually expended by CONTRACTOR. CONTRACTOR shall invoice the CONSORTIUM for all expenditures hereunder, providing documentation sufficient to justify payment for all such expenditures.

All invoices for costs incurred pursuant to this contract shall be submitted no later than June 30, 1991. Any invoices not submitted by June 30, 1991 shall not shall not obligate the CONSORTIUM for payment or reimbursement of same, and the CONSORTIUM shall be relieved from all liability. Immediately upon request of the CONSORTIUM, CONTRACTOR shall provide the CONSORTIUM a full and accurate statement of accrued expenses to the date of the CONSORTIUM'S request. Failure to promptly provide same shall be considered a default of the CONTRACTOR'S obligation to provide the CONSORTIUM with access to records and the CONSORTIUM may resort to the remedies provided for in Paragraph 14 hereof.

All expenditures hereunder shall be in accordance with the budget attached hereto as Exhibit "A" in globo. All expenditures in excess of said budget, in total or for any item listed thereon, shall not be subject to reimbursement by the CONSORTIUM. All expenditures for items not included in said budget shall not be subject to reimbursement by the CONSORTIUM. Line item changes or adjustments may be made within said budget

upon obtaining the prior written consent of the CONSORTIUM'S administrator, provided that in no event shall expenditures in excess of $45,133.00 be subject to reimbursement unless same is approved, in advance, by the Private Industry Council.

All property and equipment purchased with funds provided under this contract and which are not expended during the period of this contract shall be and remain the property of the Louisiana Department of Employment and Training. Following termination of this Contract, upon request of the CONSORTIUM or the Louisiana Department of Employment and Training, CONTRACTOR shall deliver said property to the party requesting same.

The total consideration provided for herein, $45,133.00 shall be the full, total and complete extent of CONSORTIUM'S liability hereunder. All additional expenses or expenditures, including but not limited to, accrual of sick, annual or other leave time by staff members, retirement benefits and other fringe benefits, unless otherwise provided herein, and then only to the extent so provided shall be the sole responsibility and liability of CONTRACTOR.

14. DEFAULT

The CONSORTIUM at all times reserves its right to seek return of consideration paid for failure of or want of consideration rendered by the CONTRACTOR or failure or want of performance hereunder.

In the event of default by the CONTRACTOR, the CONSORTIUM may withhold payment hereunder until said default is

cured. In the event of default of the obligation to allow access to records as provided in Paragraph 8, the CONSORTIUM may withhold payment hereunder until full and complete access to said records are allowed and, if deemed necessary by the CONSORTIUM, until such time as an audit of said records are conducted and the results made available to the CONSORTIUM. The CONSORTIUM reserves its right to enforce any obligations hereunder by suit for specific performance.

The CONSORTIUM at any time reserves the right to terminate this contract with reasonable and just cause.

15. LIABILITY AND INSURANCE

The CONTRACTOR shall be solely and exclusively responsible for the supervision of its employees, agents, staff and the participants during the term of this contract.

The staff provided by CONTRACTOR hereunder shall be at all times solely employees of the CONTRACTOR. CONTRACTOR shall operate as an independent contractor and not as an officer, agent or employee of the CONSORTIUM. The CONSORTIUM shall not be liable to the CONTRACTOR or its employees for benefits pursuant to the Louisiana Workman's Compensation law. At no time and in no manner shall CONTRACTOR's staff and/or employees be considered employees of the CONSORTIUM.

CONTRACTOR shall be and remain solely and exclusively liable for injury, including death, to any person, including participants, property damages and all claims, rights, actions and remedies which may arise as a result of the actions, failure

to act, neglect, breach, violation or non-performances or want or lack of care on the part of its staff, agents, third parties, the participants or other employees of CONTRACTOR in performing duties under this contract, whether said claim, right action or remedy arises as a result of contract, quasi contract, offense or quasi offense or otherwise. CONTRACTOR further agrees to hold the CONSORTIUM free and harmless from any and all claims, rights, actions or remedies for personal injuries, including death, to any person, including CONTRACTOR'S employees, agents, staff, third parties and the participants, or property damage which may result by reason of an arising out of the acts taken thereunder by the CONTRACTOR'S staff, agents, third parties, participants, or other employees; CONTRACTOR shall indemnify the CONSORTIUM, for all such claims, rights, actions or remedies including but not limited to the cost and attorney's fees of the CONSORTIUM'S defense thereof.

CONTRACTOR shall obtain, provide and pay for policies of workman's compensation and general liability insurance for its staff, agents, and other employees of CONTRACTOR who perform services hereunder and, except as otherwise provided for, participants and their acts, in accordance with the policy of the Terrebonne Parish School Board or its designee and CONTRACTOR shall have Terrebonne Parish Consolidated Government as an additional insured for said policies of insurance and provide CONSORTIUM proof thereof.

CONTRACTOR shall be solely liable for the condition of

its property and premises and shall hold the CONSORTIUM free and harmless from and against any and all liability, including strict liability, for any injury, including death, to any person including CONTRACTOR'S employees, agents, staff, third parties and participants, or property damages, all claims, rights, actions and remedies which arise or may arise as a result in defects in fall, ruin or neglect to care for or maintain its buildings or premises or leased premises; CONTRACTOR shall indemnify the CONSORTIUM for all such claims, rights, actions and remedies, including but not limited to the cost and attorney's fees of the CONSORTIUM'S defense thereof.

CONTRACTOR shall be responsible for adhering to the General Fixed Asset Policy set forth as follows: 1) store general fixed asset items in a safe and secure area, 2) maintain general fixed asset items in good working order, 3) notify The Work Connection of any general fixed asset item stolen or lost within 15 days after occurrence, 4) arrange for and submit to The Work Connection a police report describing general fixed asset items stolen, 5) notify The Work Connection of any general fixed asset item that is obsolete or is no longer needed by the program, and 6) obtain prior approval from The Work Connection for transfer of a general fixed asset item to a different location.

CONTRACTOR shall be liable for all risk of loss, including but not limited to loss by theft, disappearance, destruction by fire, windstorm, flood or other disaster, natural

or otherwise, for all property purchased with funds provided pursuant to this contract and/or property provided by the CONSORTIUM to be used in the training to be offered pursuant to this contract until such time as said property is returned to the CONSORTIUM or the Louisiana Department of Employment and Training. CONTRACTOR shall maintain a current inventory of all such property and at the request of the CONSORTIUM, shall provide a copy of said inventory.

Upon the loss or destruction, by any cause whatsoever, of property purchased with funds provided pursuant to this contract and/or property provided by the CONSORTIUM to be used in the training to be offered pursuant to this contract, CONTRACTOR shall immediately advise the CONSORTIUM of said loss or destruction of said property. CONTRACTOR shall be solely liable for the replacement of said property. CONTRACTOR may fulfill its obligation to replace lost or destroyed property by (1) paying to the CONSORTIUM the full replacement cost of the property lost or destroyed, or (2) by purchasing property which is the same or substantially the same in kind, quantity and quality as that lost or destroyed and conveying title to same to the Louisiana Department of Employment and Training.

CONTRACTOR shall keep all property purchased with funds provided pursuant to this contract and/or provided by the CONSORTIUM to be used in the training pursuant to this contract fully insured with a good and solvent insurer against all insurable loss in the amounts hereinafter set forth. If

obtainable, said insurance shall be in the amount of the full replacement cost of said property. In the event CONTRACTOR is unable to obtain insurance for the full replacement cost of the property, said insurance shall be in an amount of not less than the full insurable value of said property. CONTRACTOR shall cause the CONSORTIUM and/or the Louisiana Department of Employment and Training to be named as loss payee upon said policy and shall require that said policy of insurance contain a thirty (30) day prior written notification of cancellation to the CONSORTIUM. Upon request by the CONSORTIUM, within five (5) days of such request, CONTRACTOR shall provide said policy of insurance or a certificate of insurance for inspection and copying.

16. NOTICES

Any notices to be given or required hereunder, shall be given as follows:

CONSORTIUM:

Administrator
P.O. Box

CONTRACTOR:

Superintendent of Schools
P.O. Box

or

School Psychologist
P.O. Box

THUS DONE AND SIGNED, this 1st day of August, 1990, irrespective of the day and date of execution of this contract by

the parties hereto were made after a due reading of the whole.

SCHOOL BOARD

BY: _____
, Superintendent

APPROVED BY:

CONSORTIUM SDA #31

BY: _____
, Chairperson, Private Industry Council

BY: _____
, Chief Elected Officer
Grant Recipient

BY: _____
, Executive Director

EXHIBIT "A"

JUVENILE JUSTICE ALTERNATIVE SCHOOL
1990 - 91 Budget

STAFF SALARIES		
INSTRUCTOR	$ 4,795.00	
AIDE (190 DAYS BASE PAY)	8,939.00	
RELATED BENEFITS	7,963.00	
		21,697.00
PROFESSIONAL SERVICES		140.00
INSTRUCTIONAL MATERIALS		3,053.00
EQUIPMENT		19,742.00
9 APPLE IIGS CPU (STATE #20520040045) (APPLE #A2P6015)		
includes (1) MB Ram Color Monitor (1) 3.5 Disk Drive (1) 5.25 Disk Drive	15,006.00	
2 APPLE IIGS TEACHER DESKTOP SOLUTION (STATE #20520040049) (APPLE #A2P6019)		
includes same equipment above and (1) Image Writer (1) Printer & Cable	4,253.00	
11 APPLE JOYSTICKS (STATE #20520040100) (APPLE #A2M2012)	483.00	
		19,742.00
TRAVEL & TRANSPORTATION		
includes School & Home Consultation, Record Gatherings, Teacher/Aide Inservice Training		
		500.00
TOTAL		$45,132.00

STAFF SALARIES - While 90% of each staff members salaries are paid through the State Minimum Foundation formula, JTPA funds will be utilized to pay the difference between the State and Parish pay scale.

INSTRUCTIONAL MATERIALS - Materials needed to enhance the educational/vocational program for our JTPA population.

STUDENT COUNSELING CONSULTANT SERVICES - Services will be rendered by a local licensed psychologist to those students exhibiting severe social problems which may be considered a barrier to employment.

EQUIPMENT MAINTENANCE - Funds from this category will be utilized to maintain and/or repair equipment on JTPA inventory.

TRAVEL - Reimbursement for staff travel. Current State reimbursement rates will apply.

TRANSPORTATION - This fund is to provide transportation for students that require additional transportation not currently provided.

APPENDIX F

ADVISORY BOARD LETTERS

JUVENILE JUSTICE ALTERNATIVE SCHOOL

July 17, 1990

Superintendent

Board

The Juvenile Justice Alternative School was established as a joint effort between the Board and City Court. Judge , of City Court, and a School Psychologist, serve as liasons for the facility. Those youths who attend our school have worked their way out of the regular school setting, have appeared before the juvenile judge because of various offenses, and have been placed on supervised probation.

In order to advocate on behalf of the exceptional youths who attend our school, it is necessary to form an advisory board to help educate the public about our school and to aid in fundraising (grant-writing, etc.). The advisory board, which would meet one morning a month at City Court, would help give the needed direction and lend support to the school. Would you please give careful consideration to becoming an integral part of the school by serving on our advisory board? You could make a vast contribution to our school through your ideas and the individual skills you bring with you.

Please let us hear from you soon. Our first meeting will be scheduled for September. Our population of students is high risk and our task will not be easy, but together we can make a difference.

Sincerely,

~~School~~ Psychologist
~~Juvenile Justice~~ Alternative School

Juvenile Judge
City Court

Superintendent

Please complete the response form attached and return it to: , School Psychologist, Juvenile Justice Alternative School, .

****

I would be pleased to serve on the advisory board. _____

I cannot serve on the advisory board at this time. _____

Name: _____

APPENDIX G

SAMPLE OF AGENDA

AGENDA

ADVISORY BOARD MEETING

JUVENILE JUSTICE ALTERNATIVE SCHOOL

OCTOBER 24, 1990

I. Introductions

II. Description of JJAS

III. Discussion of JTPA grant

IV. Tour of facility

V. Educational leaflet

VI. Looking ahead

VII. Closing

APPENDIX H

EDUCATIONAL LEAFLET

OBJECTIVES OF THE SCHOOL PROGRAM

To instill in each student a sense of responsibility for his/her academic and social behavior.

To develop in students a feeling of self-worth and adequacy particularly in school-related assignments.

To provide intensive individual academic instruction on student-to-student basis.

To help students develop a belief in their ability to control their own future and influence those who affect their lives.

To identify individual learning differences and provide an educational program for these students who are allegedly delinquent.

To work cooperatively with other youth-serving organizations.

To review the program on an annual basis and improve the program where needed.

JUVENILE JUSTICE ALTERNATIVE SCHOOL ADVISORY BOARD

JUVENILE JUSTICE

ALTERNATIVE SCHOOL

JUN 17 1991

The Juvenile Justice Alternative School is located within the City Court of Houma. Those exceptional youths who have worked their way out of the regular school setting may be qualified for the facility once diagnosed for special education services, upon adjudication, and under supervised probation.

The school provides a basic academic program which parallels the student's course offerings in schools in Terrebonne Parish. When juveniles return to the home school, they may earn transferable grades for the time spent away from the home school. While in our school, work is done to help redirect those youths who have disconnected themselves from society. So that each student may experience some measure of success, he/she is taught on his/her individual functioning level with regard to academics. The main focus is on boosting self esteem through academics.

The students, most of whom are products of a vicious circle of failure, lack self worth and display inappropriate, anti-social behavior. Therefore, in addition to the basic academic subjects taught, the students are encouraged to reflect on their future and the alternatives available to them.

Because of our limited space and instructional staff, we are limited as to the number of students placed in this setting. We believe that we can make a difference in the outlook of some of our students and affect a change. It is hoped that the students will take responsibility for their lives and that the Juvenile Justice Alternative School can show them that we genuinely care.

Approximately 20 students are enrolled annually at the Juvenile Justice Alternative School. There is an active advisory committee at the school which advocates on behalf of juveniles.

SERVICES RENDERED

Each student enrolled will have gone through an assessment process to determine exceptionality. Students are encouraged to set academic as well as behavioral goals in order to develop a sense of responsibility for their actions. Academic and training recommendations are made for each student as a result of the assessment process. Follow up is conducted on each student when he/she returns to a home school by the school liason.